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ABSTRACT

A forum was held at Worcester State College in Worcester, MA (February 10, 1983) to examine the need for more collaboration between educational institutions and business and industry to provide fundamental and brush-up skills training in the workplace. Participating in the forum were representatives from training and human resource management and development in business and industry, outside providers of fundamental and brush-up skills training, and agencies that develop linkages for training among users and providers of such skills training programs. The keynote speaker identified the issues in his opening address, a panel presented various perspectives on the issues, and discussion groups provided an opportunity for participants to share information and resources relating to the issues. Among the major ideas to emerge from the conference were the following: (1) the provision of release time for skills improvement, day care, and continuing education incentives are all strategies that could be used to increase worker participation in skill development programs; (2) research studies should be initiated to determine the dollar savings in productivity, job performance, and career development that result from basic and brush-up skills training; and (3) educators should tailor programs to fit the unique needs of individual companies. (Included in this paper are synopses of the keynote address, the panel discussions, group discussion, and the summation address.) (MN)

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ED230721

FORUM: PARTNERSHIPS IN EDUCATION AND TRAINING FOR FUNDAMENTAL/BRUSH-UP SKILLS

Sponsored by

WORCESTER STATE COLLEGE
DIVISION OF GRADUATE
AND
CONTINUING EDUCATION
ADULT EDUCATION PROGRAM

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INTRODUCTION

The Adult Education Program at Worcester State College provides education/training in the psychological and philosophical foundations and the methods, techniques and skills needed to effectively facilitate adult learning in all aspects of our learning society. Upon completion of an individualized program of study in the Adult Education Program, a Master's Degree in Education with a concentration in Adult Education and/or a Certificate in Training and Development/Human Resource Development may be awarded.

A special project of the Adult Education Program, under the coordination of Pauline F. Kightlinger, was to examine the role and need of fundamental/brush-up skills training in the workplace and to identify programs and institutions that provide fundamental/brush-up skills training throughout the state. A Planning Group comprised of representatives from training/human resource development in business and industry, providers of fundamental/brush-up skills training and agencies that link providers and users was appointed to explore ways to bring together various constituents involved in worker education for dialogue and interaction. The outcome of the efforts of the Planning Group was the Forum: Partnerships in Education and Training for Fundamental/Brush-up Skills, which was held on February 10, 1983 at Worcester State College. (See Appendix, Planning Group)

THE FORUM:

Partnerships in Education and Training for Fundamental/Brush-up Skills was designed to increase an awareness of two rapidly growing critical national issues: the need for improved worker education and for more collaboration between educational institutions and business and industry to provide the education/training for the work force now and in the future.

It brought together representatives from training/human resource development and management in business and industry, outside providers of fundamental/brush-up skills training and agencies that develop linkages for training between users and providers. The objective of the Forum was to provide an opportunity for participants to identify fundamental/brush-up skills training needs, describe training currently available, explain the function of linking agencies and develop a resource directory of providers.

The keynote speaker identified the issues in his opening address, a panel presented various perspectives of the issues and discussion groups provided an opportunity for participants to share information and resources relating to the issues. An outcome of the Forum was the recommendation to plan a follow-up meeting for the fall to initiate action for developing partnerships which will provide effective education/training in fundamental/brush-up skills in the workplace.

THE KEYNOTE ADDRESS

Donald R. Fronzaglia, the Director of Human Resource Development at Polaroid Corporation, Cambridge, Massachusetts was the keynote speaker. His talk focused on the dangers of not providing fundamental/brush-up skills training for the work force of today and tomorrow. He stressed the importance of a strong foundation of fundamental skills for employees at all levels of the organization. The following are some of the points and ideas Fronzaglia expressed in his keynote address.

Business and educational institutions should unite to improve employee education. The era of technology puts a premium on education. As our society moves forward in technology the coping ability of workers moves backward. The blue collar worker is the group most threatened by the current technological revolution. As an example, many of the 6,000 workers recently laid-off by General Motors in California cannot find jobs because they don't have the fundamental skills such as basic reading, writing and problem solving they need to meet the requirements of the changing job market.

It was predicted back in 1979, that there was a danger of creating a marginal group of workers who lack the fundamental skills to move into new jobs if their current jobs no longer exist.

Industry has a responsibility to bring these workers back into the system. The primary reason for educating workers to bring them back into the system is not a social good -- it is an economic need. The social good is simply a spinoff from meeting the economic need of having trained workers for industrial productivity and social stability.

In a time of economic crisis, money spent on employee education may be limited since it may not show a hard dollar savings. Yet it is a mistake to quantify everything into hard dollars because all contributions made to a corporation cannot be measured in the same way. Fundamental/brush-up skills training makes a reasonable subjective impact for soft dollar savings. Employees whose basic educational needs are met make greater contributions to all aspects of the organizational goals.

Polaroid has been a pioneer in employee education. An educational system which includes a fundamental skills program has been a place for about ten years. But employee education programs at Polaroid as in most

other organizations are offered more frequently to management than to blue-collar workers. This educational programming is contributing to widening the gap between the haves and have-nots in our society.

Linda Stoker, Director of the Fundamental Skills Program at Polaroid, reiterated that there is a disproportionate number of training programs for managers versus training for blue-collar workers. Trainers can sell almost any program in an organization if it has management written on it, but it is much harder to sell training intended for blue-collar workers. At Polaroid, the primary focus of the fundamental skills courses is education. The courses are designed first to educate the workers to do their jobs and second to motivate them and to bring about attitudinal changes.

One way to combat the disproportionate number of training programs for managers over those for white collar workers is to offer skills training for all levels of the organization. Managers need a strong foundation of fundamental skills to get the most benefit from management training programs. If a manager has been through a skills course himself it is much easier to convince him to offer a skills course for blue-collar workers.

Business and industry and educational institutions need to collaborate to provide fundamental skills training to the American work force. Industry cannot do it alone.

THE PANEL DISCUSSION

A panel of persons representing different perspectives on various aspects of fundamental/brush-up skills training for business and industry followed the keynote address.

Joseph E. Tancrell, Director of Personnel Training and Development at State Mutual Life Assurance Company of America in Worcester, and a member of the Forum Planning Group, was Panel Moderator. Randolph Swillo, from Morgan Construction Company in Worcester, Raymond E. Morrow, Adult and Community Education in Springfield and Paul Gallo, National Alliance of Business in Worcester, were members of the Panel. Some of the perspectives, concepts and ideas expressed by the Panel were as follows.

Business and industry is becoming aware that the lack of fundamental skills by a large segment of employees already in the workplace is a problem. It is beginning now to take steps to identify how the problem can be resolved because costly mistakes can evolve due to the lack of fundamental skills, such as, not being able to read a machine manual or fill out a report form. The lack of fundamental skills affect workers' self-image, morale and productivity. The methods of buddying up a literate worker with an illiterate one is sometimes used to insure effective job performance, but providing fundamental skills training at reasonable cost is a better solution to the problem. However, an additional problem may arise because employees may be reluctant to admit they lack fundamental skills because of what it may mean to them and to their job status. In addition, business and industry is often not aware of who provides fundamental skills to meet their needs at a reasonable cost.

Providers of fundamental brush-up skills training need to market their product to make themselves known to business and industry. They need to be able to identify what kinds of training they can offer, how and where they can provide the training, at what cost to the organization and how they can meet the specific job training needs of the organization. Not only training budgets, but tuition reimbursement and tax incentives can be dollar sources for fundamental skills training offered by outside providers. Partnerships between providers and organizations can be mutually beneficial to both the organization and the provider. They

should be developed on a strictly business basis so that both parties understand exactly what is to be provided and what it will cost. Providers should be aware of not offering so much information that the organization can take it and use it themselves unless it is given on a consulting basis and organizations need to be absolutely sure they are getting the specific training that will meet their needs. Mutual respect and trust should be present in a partnership.

Educational providers have been reactive to the training needs of business and industry and not creative in forecasting and planning for future needs. Most people looking for a job don't have the world-of-work experience. We need to provide an understanding of what it is like in the world of work, increase worker motivation, develop positive work attitudes and encourage willingness to work. These factors have a major impact on the workers desire and ability to learn and on job performance. The Job Partnership Training Act doesn't seem much different from CETA in terms of impact, but government has given business a stake in the training which could make a difference. The question is can business handle the training needs in the time allowed.

THE DISCUSSION GROUPS

After the panel discussion, the participants divided into two groups to hear additional perspectives from persons representing training in business and industry, fundamental skills providers and linking agencies, (See Appendix - Forum Agenda)

The following are perspectives, ideas and questions generated during the discussion groups.

Adult workers learn to compensate for their lack of basic skills, but sometimes costly mistakes occur and job performance and productivity can be affected.

The compensation skills that undereducated and illiterate workers develop on their own to do their jobs are precisely what indicates that they are good workers and need to be kept in the system.

There are many 10 to 15 year employees in fairly technical positions who are illiterate, but they can't go any further with the skills they have.

We no longer have an extended period of time for undereducated workers to gradually develop their job skills.

Now employees need more than technical skills. They need to be able to think about what they are doing. We have not been educating or training people to be able to think.

We need to create a climate in which employees don't feel they need to hide their lack of fundamental skills, but there is concern about how this can be done because we have not marketed fundamental skills so that employees know they are available.

Workers were originally divided into two groups - those with high I.Q.'s and those with low I.Q.'s and they were educated accordingly. Then it was realized that workers with low I.Q.'s and/or behavioral problems also need education and job training. So vocational schools were started to train workers to perform a job.

Now all workers must have skills. There are just different levels of skills. Everyone must be able to communicate which includes reading, writing, speaking and listening.

Vocational education is now using competency based testing for performance. Through individualized, self-based instruction, students must master knowledge, performance skills in occupational areas and employability skills before they can move on. Responsibility for learning is placed on the learner.

Educators must become familiar with how the new Job Performance Training Acts work and make an effort to be represented on Private Industry Councils in their areas. The PIC's are a vital force of the future and a linkage between business and education.

In the 1990s, 90% of the jobs will need informational processing as opposed to only 45% of the jobs today. Will we have workers who can meet those needs when the time comes? Government has given business stake in the training through JPTA, but will they be able to handle the training needs in the time allowed?

We need to make sure we get our money's worth from our public school system. Business ends up paying twice - first in school tax dollars and again in fundamental skills training.

Do the public schools see adult education programs as convenient dumping grounds for students who can't make it in school?

We learn in school that if you don't learn you have no one to blame but yourself. Business buys that and so do educators, but it isn't true. The 60's and 70's demanded more of schools by asking for additional services such as drug education, sex education, etc. Now we must tell our schools and our legislators what we need.

There are hopeful signs. Government cannot fuel itself, it must be fueled by the economy and that means jobs. Providing jobs is a corporate, economic and social responsibility and industry recognizes this. They also must train workers to perform those jobs.

As citizens we have a responsibility also. We are responsible for getting involved in the educational process for our own children. What business has often demanded has not always taken into account other needs in our society. Much of industry does not have trends of the future in mind. Education in many cases has been more future minded.

Some of the people in business and industry recognize the need for fundamental skills training, but the decision makers are not always aware of the impact of fundamental skills on job performance.

Companies need to be encouraged to make the investment in fundamental skills training.

How does a company approach the idea of fundamental skills training without employees feeling threatened by demands placed on them. People often assume they have the basic skills, but they may not be good enough to cope with the demands of the job.

Providers of fundamental skills who want to set up partnerships with business and industry need to do their homework before they approach a company. They need to know: what the company is all about; whom they are talking with in the company; how fundamental skills training is important to the company; what is the company's payback for the training and what are the incentives for a company to provide fundamental skills training to employees?

The need for fundamental math skills training often becomes obvious when basic technical skills training that requires math is being provided. An assessment of basic math skills and/or a review of basic math may be necessary if basic technical skills training is provided. It may be necessary to develop specific math training to correlate to technical training programs. You cannot assume employees have math skills to learn technical skills.

Concern for the self-esteem of employees is important when developing and administering assessment instruments for fundamental skills abilities.

Providing fundamental/brush-up and basic technical skills for business and industry may require developing site specific diagnostics of basic skills requirements for job needs.

Data concerning fundamental skills needs based on generic job information and on specific job skills could be helpful for increasing the awareness of the impact of fundamental skills in the workplace and in marketing fundamental skills training.

Basic tutorial programs and communication labs in reading and writing to meet individual employee needs provide business and industry with other options for providing fundamental skills training.

Fundamental skills can be provided during working hours and/or at the end of the day using part company and part personal time.

Partnerships for cooperation, collaboration and coordination in education and business will involve re-education of both educators and business people to eliminate the threat and the fear that may have developed between them over the years. Linkages will need to be functional not beaurocratic. Language barriers need to be broken so the two can meet on common ground. To be involved in the system of developing partnerships you must know who the players are, such as, community organizations, linking agencies, Chamber of Commerce, businesses, industries, Private Industry Councils, colleges, Vocational schools, non-profit organizations and who is working with you, as well as who is working in competition with you.

If you are interested in JTPA/(CETA) federal money, you must have linkages. You need to know someone in companies, know who the movers are, know who can get you help for linkages.

Shrinking resources make it more imperative that we all realize no one can do it alone. With less resources we need to be more efficient and not duplicate existing good programs. We all need to know who can access what and who does it well.

There is a need to advertise/market fundamental skills training within the organization. Fundamental skills training and brush-up training may be needed at all levels for effective job performance. Past studies, reviews of job performance and changes of job descriptions may be sources for identifying fundamental skills needs. Employees may not be aware that they have the need for brush-up skills training.

Many providers have found business and industry to be receptive if they can be reached. How do we reach them may be the question.

Action research to document the linkages in place now would help in the development of additional partnerships. More networking should be done to find additional funding sources for fundamental skills education.

Labor forecasts indicate that communication skills, such as, speaking and listening and effective writing are needed especially in service industries.

We know that America is graying, America is coloring and America is bi-lingual. What does that mean in terms of employee education?

IDEAS FROM CONFERENCE

Ideas/Approaches generated by the participants during a presentation at the New England Regional Adult Education Conference in Portland, Maine, May 6, 1983.

1. Approaches that may make it easier and/or more desirable for workers to want to enroll in a program or ask for a program in fundamental/brush-up skills training could be: release time for skills improvement, day care available and continuing education incentives.

2. Assure good workers who may have lied on their application form about having a high school diploma or who have used measures to cover up not being able to read or compute that they would not be fired or blamed for the deception but would be given an opportunity to learn the skills they need.

3. To market fundamental skills training, educators should research where OSHA or other organizations have established certification requirements for particular jobs or positions. Fundamental/brush-up skills training may be identified as an area of need for certification requirements.

4. It may be worth while for educators and or T&D/HRD personnel to initiate research studies to determine the hard dollar savings in productivity, job performance or career development that result from fundamental/brush-up skills training.

5. If persons are unable to read and/or complete application forms business and industry personnel could make referrals to Learning/Education Centers for fundamental skills training. Educators need to find out whom in an organization they could contact to market the services they provide. They could follow-up either by getting referrals or the names of people who could use their services.

6. Educational Programs/Learning Centers should get permission to put their posters on bulletin boards in organizations to advertise their service.

7. In marketing fundamental/brush-up skills to business and industry it is important to stress that the need for fundamental/brush-up skills training is universal and widespread and does not reflect or indicate low caliber employees or personnel within the organization. Emphasis on change in jobs and skills requirements may help personnel realize there may be a need for fundamental/brush-up skills training.

8. Educators should stress that they can tailor fundamental skills/brush-up skills training to the company's needs - that the company is unique and has particular needs that they can fulfill.

Joseph E. Tancrell
Pauline F. Kightlinger
Conference Presenters

THE SUMMARY

Dr. Paul Stimson, Assistant Director of the Division of Graduate and Continuing Education at Worcester State College, presented a summary of the Forum. The following is an overview of the ideas and questions expressed by Dr. Stimson as he wrapped-up the proceedings of the day.

The spotlight today is on Worcester, and Worcester State College. The Adult Education Program at Worcester State College is the natural place to begin discussing partnerships between education and business and industry. The Adult Education Program's focus is on teaching trainers to help adults learn more affectively. The T&D/HRD Certificate Program is a working partnership between education and business and industry. Worcester State College, through the Division of Graduate and Continuing Education, has been active in exploring and developing partnerships and contracts with business and industry to provide employee training in all areas to meet specific organizational training needs.

Today is unique! We have brought together this group from business, industry, education, and linking agencies for dialogue and interaction. We are fortunate to have had Don Fronzaglia from Polaroid as our keynote speaker to bring to us first hand, his perspective of the critical issues involved in the up-grading of employee education for the workforce of today and tomorrow. Don gave us issues to think about and motivation to provoke us to action.

Today has given both trainors, developers and educators an opportunity to speak out and to ask questions. We now have to decide whether we are intense listeners or intense doers. Will we be provoked to action to make things happen? We have been told we have 23 million functionally illerate adults in our nation. What are we going to do? Will we settle for mediocracy? Will we settle for functional obsolesence?

We are beginning to see a shift from a emphasis and concern for manufacturing and natural resources to the most expensive resource - people. Will we be disciples of collaboration? Can we have fundamental skills training with learning systems for basic skills where the human element controls the technology? Not where management development vies with blue collar development, but where learning systems are available for effective

job performance at all levels.

To begin, we need to ask and to listen - for educators to know what business and industry is all about and for business and industry to know what the educational system can do. We need a double loop feedback to know what is going on and how we can make new things happen together.

Will we have collaboration for getting things done, turf protection, renaming problems, and using pat solutions? We may talk of employee education as our social responsibility, or as an economic need, but the common denominator of both is people - human resource development. Educators, how do you as providers convince business and industry that employees have training needs? You don't! Educators are not experts on business needs. Providers market service. Market the service you provide after you do your homework so you know what you can provide and how it can be used. Providers need dollars to supply education/training. The dollar cost can be passed on to the consumer the same way every other cost is passed on to all of us. It is the issue of needs, service, and job performance.

We have a tendency to talk about, write about and read about collaboration. The key is to begin to do it. We duplicate what is good in other places to meet our needs, but don't duplicate services where there isn't a need!

We have to overcome any fears, false expectations and factasies we have about each other. There is too much to be done to sit back and wait. Educators need to reach out to serve, and business and industry needs to reach out and ask what is available. It may be trite, but you are part of the problem if you are not part of the solution.

Business and industry is often open and willing to collaborate, but they are sometimes skeptical and disillusioned. Educators are often open and willing to collaborate, but are often scared and intimidated by business. Yesterday is gone. Today is half over. Tomorrow we can do anything we want to do.

The goal of the Forum was to raise issues and increase awareness. From this perspective we can begin networking, pick up the phone, make appointments, ask -- don't tell, -- do something.

We have been hearing today that we need a follow-up to this Forum in the fall. We will do that. But don't wait until then to reach out to start new partnerships. Call us at Worcester State - begin somewhere.

Part of the problem of being a missionary, to bring about new thinking is that each of us has to take a risk. But with illiteracy, unemployment, job changes, technology, the numbers of needs and opportunities - I think all of you would agree that we have no choice.

See you in the fall!

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THE ISSUES:

"The American economy will not prosper without a sustained effort to upgrade worker's education."
(Thurow, Newsweek, March 22, 1980)

"As office technology has become more advanced and jobs have grown more difficult, businesses in recent years have intensified efforts to upgrade the reading and writing skills of their employees. Nevertheless, the percentage of firms with in-house programs has remained small."
(Tefft, Chicago Tribune, February 15, 1982)

"Polaroid offers educational programs that serve everyone from nonliterate persons to people with technical backgrounds who read inefficiently."
(Stoker, Kiwanis Magazine, August, 1982)

"As foreign competition grows stronger, and as the economy vaults into the 21st century, American industry will not be able to fake it, and unchecked illiteracy will surely take its toll on social stability and industrial productivity. It will grab a share of the corporate profit, too."
(McGowan, New York Times, August 17, 1982)

HOW TO GET TO WSC

From East and West: Take Interstate 90 (Mass. Pike) to Auburn exit. At exit ramp take Interstate 290 and exit at Kelly Square. Follow Rt. 122 (Chandler Street) for approx. 5 miles to college entrance, on left.

From the North: Take Rt. 122A to Interstate 290 connector. Exit at Kelly Square. Follow Rt. 122 (Chandler Street) for approx. 5 miles to college entrance, on left.

From the Northwest: Take Rt. 122. One mile beyond the Paxton/Worcester line, turn right (Chandler Street) at Tatnuck Square intersection. Follow one mile to college entrance, on right.

From Points South: Take Interstate 90 (Mass. Pike) at Sturbridge Mass. Follow for 20 miles to Auburn exit. At exit ramp take Interstate 290 and exit at Kelly Square. Follow Rt. 122 (Chandler Street) for approximately 5 miles to college entrance, on left.

From Providence: Take Rt. 146. At Worcester line connect with Rt. 122A. Follow 122A for approximately 4 miles to Interstate 290. Exit at Kelly Square. Follow Rt. 122 (Chandler Street) for approximately 5 miles to college entrance, on left.

AN ANNOUNCEMENT

FORUM: PARTNERSHIPS *in* EDUCATION AND TRAINING *for* FUNDAMENTAL/BRUSH-UP SKILLS

FEBRUARY 10, 1983

Sponsored by

WORCESTER STATE COLLEGE
DIVISION OF GRADUATE
AND
CONTINUING EDUCATION
ADULT EDUCATION PROGRAM

FORUM: PARTNERSHIPS IN EDUCATION AND TRAINING

for

FUNDAMENTAL/BRUSH-UP SKILLS

FEBRUARY 10, 1983
(Snow date: February 17, 1983)

ABOUT THE FORUM

The forum is designed to increase an awareness of two growing national issues: improved worker education and collaboration between educational institutions and business and industry. It will bring together representatives from training/human resource development and management in business and industry, outside providers of fundamental brush-up skills training and agencies that develop linkages for training between users and providers.

The keynote speaker will open the forum, a panel will identify specific topics and small group discussions will provide an opportunity to share information and resources.

THE PURPOSE OF THE FORUM IS TO:

- Identify fundamental/brush-up skills training needs
- Describe training opportunities available
- Explain the function of linking agencies
- Develop a Resource Directory

WHEN

DATE: February 10, 1983
(Snow date February 17)

TIME: 8:45-1:00

PLACE Student Center
Auditorium
Worcester State College

Pre-registration required
Enrollment limited
No registration fee

KEYNOTE SPEAKER:

DONALD R. FRONZAGLIA is Director of Human Resource Development at Polaroid Corporation, Cambridge, MA. He will speak of the dangers of not addressing fundamental/brush-up skills for the work force of today and tomorrow, the importance of a strong foundation of fundamental skills at all levels of the organization and that business and industry can't do it alone.

This forum is supported by a grant from the Massachusetts Department of Education through the Bureau of Youth, Community and Adult Services.

REGISTRATION FORM
February 10, 1983
8:45-1:00

Registration deadline: February 7, 1983 Snow date: February 17, 1983

(Name) (Home Phone) (Business Phone)

(Home Address) (City) (State) (Zip)

(Work Address) (City) (State) (Zip)

(Position)

NO FEE

Pre-Registration required
Registration limited

MAIL TO: Adult Education/ Institute for Community Services
Division of Graduate and Continuing Education
Worcester State College
486 Chandler Street
Worcester, MA. 01602 (617) 793-8142

WORCESTER STATE COLLEGE
STUDENT CENTER AUDITORIUM 26

February 10, 1983
8:45-1:00

FORUM: PARTNERSHIPS IN EDUCATION AND TRAINING FOR FUNDAMENTAL/BRUSH-UP SKILLS

AGENDA

8:45-9:15	**Registration and coffee**
9:15-9:30	Introductions and Welcome Pauline F. Kightlinger, Coordinator, Adult Education Program Dr. William F. O'Neil, Dean, Division of Graduate and Continuing Education Dr. Joan K. Fischer, Director, Office of Community Affairs
9:30-10:15	Keynote Address Donald R. Fronzaglia, Director, Human Resource Development, Polaroid Corporation, Cambridge
10:15-11:00	Panel Discussion: A Perspective Moderator: Joseph E. Tancrell, Director, Personnel Training and Development, State Mutual Life Insurance Company, Worcester Panel: Business Needs: Randolph F. Swillo, Director of Training, Morgan Construction Company, Worcester Provider: William P. Stickney, Director, Adult Learning Center, Pittsfield Linking Agency: Paul Gallo, Director, National Alliance of Business, Worcester Funding: Raymond E. Morrow, Director, Adult and Community Education, Springfield
11:00-11:15	**Coffee Break**
11:15-12:30	2 Group Discussions

Auditorium North
Discussion Group

Moderator: Joseph E. Tancrell
State Mutual Life Insurance

Presenters of A Perspective

Business Needs: Randolph F. Swillo
Morgan Construction Co.
Rosalyn E. Stoker
Polaroid Corporation

Providers: Dr. Shirley McLean
Mass Vocational Ed.
Robert L. Zukowski
Fisher Junior College
Raymond E. Morrow
Adult Education
Arnita Harrison
Education Specialist

Linking Agency: Paul Gallo
National Alliance of Business

Recorder: Marian Maroney
SCALE Project

Auditorium South
Discussion Group

Moderator: Frederick A. Abisi, Director
Adult Learning Center

Presenters of A Perspective

Business Needs: John G. Dulmage
Shawmut Worcester County Bank
Elaine Beaulieu
Massachusetts General Hospital
Mark Cohen
The Fidelity Group

Providers: William P. Stickney
Adult Learning Center
Dr. Stephen M. Brown
Northern Essex Community College
Beverly Smith
Education Consultant

Linking Agency: Thelma Hunt
CETA

Recorder: Sally Moore
Adult Education

12:30-1:00 Summary and Evaluation
Pauline F. Kightlinger
Dr. Paul F. Stimson, Assistant Director
Division of Graduate and Continuing Education

This Program is supported by a grant from the Massachusetts Department of Education through the Bureau of Youth, Community and Adult Services.

A sincere thank you to the following people who gave of their time and energy to take part in the Forum.

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A special thank you to the following people who served on the Planning Group which was instrumental in the design and development of the Forum.

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Rebecca Deignan, Human Resource Development Officer, Mechanics Bank, Worcester, MA.
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